

COURSE OUTLINE

**History 105**  
**20<sup>th</sup> Century Central America and the Caribbean**

**I. Catalog Statement**

HIST 105 is an introductory course focusing on the contemporary political, economic, and social history in Central America and the Caribbean. The course focuses on the 20<sup>th</sup> Century, with special attention given to the role and impact of United States policy in the region. This class discusses race, gender, ethnicity and social class in Central America and the Caribbean.

Total Lecture Units: 3.0

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Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0**

Recommended Preparation: Eligibility for ENGL101.

**II. Course Entry Expectations**

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 12<sup>th</sup> grade level or higher;
2. understand abstract and complex collegiate reading selections;
3. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
4. complete a research paper, write essay exams, or complete other types of writing assignments;
5. communicate learning, conceptual understanding and critical analysis skills through writing research papers, essay exams, or other types of writing assignments;
6. learn material through class discussion and lecture;
7. add, subtract, multiply, and divide using whole numbers, fractions, and decimals;
8. convert fractions and decimals to percentages.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. describe the general historical process of the region;

2. compare and contrast the contemporary political, economic, and social realities in the region;
3. describe the historical impact of U.S. policy in Central America and the Caribbean;
4. describe the role of the region within the context of regional and international politics.

**IV. Course Content**

**Total Faculty Contact Hours = 48 hours**

- |   |          |
|---|----------|
| A. Historical Overview of the Caribbean and Central America | 2 hours  |
| 1. Conquest, colonization, and independence                 |          |
| 2. National period to the 1900's                            |          |
| <br>  |          |
| B. Caribbean in the 20th Century                            | 20 hours |
| 1. Caribbean people's unity, history, and culture           |          |
| a. Demographics and linguistic distribution                 |          |
| b. Unifying themes in Caribbean culture                     |          |
| c. Historical migration patterns                            |          |
| d. Social economic conditions                               |          |
| <br>  |          |
| 2. Political Economy  |          |
| 1. Agriculture  |          |
| 2. Industry and commerce                                    |          |
| 3. Tourism  |          |
| 4. Role of multi-national corporations                      |          |
| 5. Inter-Caribbean trade and commissions                    |          |
| <br>  |          |
| 3. Diversity Legacies and Political Realities               |          |
| 1. Dynasty-Haiti  |          |
| 2. Dictatorship-Dominic Republic                            |          |
| 3. Colonial status-Puerto Rico and Guadalupe                |          |
| 4. Electoral politics – Jamaica                             |          |
| 5. Radical politics in smaller islands – Grenada and Guyana |          |
| <br>  |          |
| 4. The Cuban Revolution : 1953 to the Present               |          |
| 1. Origins of the Revolution                                |          |
| 2. Socialist economy and society                            |          |
| 3. Gains and short comings of the Cuban model               |          |
| 4. Reaction by the United States to the Cuban Revolution    |          |
| <br>  |          |
| 5. Impact of United States Policy                           |          |
| 1. Gunboat diplomacy  |          |
| 2. Good neighbor policy                                     |          |
| 3. Alliance for progress                                    |          |
| 4. Caribbean Basin Initiative and elections                 |          |
| 5. Grenada invasion   |          |

6. Regional and International Relations
  1. Regional attempts for unity
  2. United States and Canada
  3. Europe
  4. Latin America
  
- C. Central America in the 20th Century 20 hours
  1. Central American societies
    - a. Demographics
    - b. Ethnolgraphy
    - c. Unifying themes of Central American people
  
  2. Political Economy
    1. Agriculture
    2. Industry and commerce
    3. Role of multi-national corporations
    4. Central American Common Market
  
  3. Major Political Institutions, Social Forces, and Movements
    1. Political parties and elections
    2. Oligarchy and the military
    3. Church
    4. Laborers, farm workers, and students
  
  4. Reform and Revolutionary Options
    1. Costa Rica
    2. Panama and Honduras
    3. Guatemala
    4. Nicaragua
    5. El Salvador
  
  5. Central America Peace Efforts
    1. Contadora
    2. The Esquipulas Plan (Arias Plan)
    3. Latin American Support Group
  
  6. Impact of the Unites States Foreign Policy in Central America
    1. Historical overview 1900 to 1975
    2. Carter's Human Rights Policy
    3. Reagan's reaction to the Nicaraguan Revolution
    4. Role of Honduras within U.S. policy
    5. Drawing the « line » in El Salvador
    6. Panama invasion

- D. Caribbean and Central America within the International Context 3hours
1. Relations with the Russia
  2. Relations with Europe and Canada
  3. Relations with Latin America
  4. Prospects for the future in the Caribbean and Central America
- E. Reclaiming Nationhood 3 hours
1. Panama Canal
  2. Cuba at the end of the Cold War
  3. Environment and urban living
  4. Indigenous claims to citizenship
  5. Suffrage post Cold War
  6. Neoliberalism

**V. Methods of Instruction**

The following methods of instruction may be used in the course:

1. lecture;
2. multimedia;
3. student individual or group presentation;
4. online (including hybrid, blogs, group discussion, etc.);
5. reading of journals and books on reserve in the library or posted online.

**VI. Out of Class Assignments**

The following out of class assignments may be used in the course:

1. research paper (e.g. an argumentative essay, using several primary and secondary sources, and based on a revolution in Central American region or the Caribbean, selected by the student, to establish whether or not the revolution was really a revolution);
2. group project (e.g. read a literary work and as a group create a presentation about the social commentary the author makes and with characters and larger symbolism to historical events. Students must present primary sources and a visual to lead the class in a discussion about the novel.).

**VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. in-class examinations;
2. class discussion demonstrating course exit standards; (e.g. Students will choose a country and follow it in the media—spend 10-15 minutes of class discuss major changes in policies-Discussion can lead to ways that Latin America is portrayed in media, access to coverage of the region, and patterns of media coverage. Debate about but not limited to: dollarization policies, remittances, or migration)
3. final examination;

4. research essay; (e.g. Research Essay on but not limited to: Choose a country and using primary sources and individual research on the relationship between remittances and migration from 1975-Present. Choose a leader and using primary sources and individual research and identify major political, social and economic issues. Student will explain effects of these policies on historical events in the region.
5. individual or group projects. (e.g. Students will create an advertising campaign for a regime, economic product, nationalization, or Students will present a movie. They will make this movie proposal from a literature read in class. Students will describe which characters and themes they want to focus to get their message(based on major themes in the book) across to the public and justify why it is important in terms of Central American history)

### **VIII. Textbook(s)**

Pearcy, Thomas L..*The History of Central America*. New York: Palgrave-McMillan, 2006. Print.

13<sup>th</sup>Grade Reading Level: ISBN 978-1-4039-6256-0

### **IX. Student Learning Outcomes**

Upon successful completion of the required coursework in 20<sup>th</sup> Century Central America and the Caribbean, the student will be able to:

1. compare and contrast contemporary political, economic, and social realities of the countries that make up Central America and the Caribbean;
2. describe the historical impact of the United States' polity in Central America and the Caribbean;
3. identify Central American and Caribbean nations' roles in the global economy and international politics.